

Table of Contents

List of Tables.....	4
Acknowledgements.....	5
Technical Committee Report.....	6
Responsibilities	6
Project Goal and Rationale.....	8
Project Sponsorship.....	9
Technical Committee Activities.....	10
Curricular Assessment.....	11
Assessment Results.....	13
Statewide Curriculum Guide.....	15
Instructor Qualifications.....	16
Prerequisites	17
Course Level.....	18
Course Length.....	18
Instructional Delivery.....	19
Teacher to Student Ratio.....	19
Evaluation Plan	20
Certificate of Completion	20
Program Administration.....	21
Program Approval.....	22
Equipment List	25

Fundamentals of Dental Assisting

Section 1 - Didactic Education

1.0	Introduction to the Dental Profession.....	28
2.0	Dentistry and the Law	31
3.0	Dental Terminology.....	34
4.0	Preventative Oral Health	41
5.0	Infection Control.....	45
6.0	Patient Management.....	55
7.0	Anatomy.....	58
8.0	Dental Equipment.....	61
9.0	Dental Instruments and Procedures.....	64
10.0	Clinical Records.....	68
11.0	Dental Pathology.....	72
12.0	Emergency Care	75
13.0	Dental Anesthesia	77
14.0	Chairside Assisting.....	82
15.0	Dental Materials.....	86
16.0	Introduction to Dental Radiography	90

Section 2 - Clinical Education

1.0	Disclosing Procedure	97
2.0	Brushing Procedure.....	98
3.0	Flossing Procedure	99
4.0	Vital Signs Measurement Procedure	100
5.0	Personal Protective Equipment (PPE) Procedure	101
6.0	Mounting Radiographs Procedure	102
7.0	Acrylic Disk Polishing Procedure.....	103
8.0	Diagnostic Cast Procedure (Working With Alginate and Dental Plaster Lab)	104
9.0	Treatment Room Breakdown Procedure	106
	Fundamentals of Dental Assisting Competency-Based Clinical Evaluation (1.0-9.0).....	108

Expanded Functions

Section 3 - Didactic Education

17.0	Aiding in the Administration of Nitrous Oxide/Oxygen Analgesia	122
18.0	Finishing and Polishing Amalgam Restorations.....	128
19.0	Polishing Composite Restorations	134
20.0	Coronal Polishing.....	137
21.0	Application of Pit and Fissure Sealants	146
22.0	Obtaining Alginate Impressions.....	149
23.0	Temporary Crown Restorations	156

Section 4 - Clinical Education

10.0	Finishing and Polishing Amalgam Restorations Procedure.....	160
11.0	Polishing Composite Restorations Procedure	166
12.0	Coronal Polishing Procedure	169
13.0	Placing a Preformed Aluminum Temporary Crown Procedure.....	173
14.0	Placing a Preformed Plastic Temporary Crown Procedure	175
15.0	Placing a Custom Resin Temporary Crown Procedure.....	178
16.0	Obtaining an Alginate Impression Procedure.....	180
17.0	Pit and Fissure Sealant Procedure	184
	Expanded Functions Competency-Based Clinical/Laboratory Evaluation (10.0-17.0).....	188

Section 5

References	214
Required Text	214
Additional Resources	214
Forms	215
Consent Form	
Clinical Education Observation Report	
Clinical Observation	
Glossary.....	220

List of Tables

Table 1.	Assessment Summary of the Fundamentals of Dental Assisting Curriculum.....	14
Table 2.	Assessment Summary of the Expanded Functions Curriculum.	15
Table 3.	Assessment Summary of the Combined Fundamentals of Dental Assisting and Expanded Functions Curriculum.	18
Table 4.	Educational Parameters of the Didactic Component of the Fundamentals of Dental Assisting Curriculum.....	27
Table 5.	Educational Parameters of the Clinical Component of the Fundamentals of Dental Assisting Curriculum.....	96
Table 6.	Educational Parameters of the Didactic Component of the Expanded Functions Dental Assisting Curriculum.....	107
Table 7.	Educational Parameters of the Clinical Component of the Expanded Functions Dental Assisting Curriculum.....	121
Table 8.	Educational Parameters of the Clinical/Lab Component of the Expanded Functions Dental Assisting Curriculum.....	159
Table 9.	Educational Parameters of the Clinical/Lab Component of the Fundamentals of Dental Assisting Curriculum.....	184

Acknowledgements

The 2002 Fundamentals of Dental Assisting and Expanded Functions Curriculum Guide reflects a statewide effort to gather input from Idaho's dental professionals who are concerned about and involved with the education and training of entry level and expanded functions dental assistants.

The Technical Committee gratefully acknowledges the assistance of Jessica Piper of Boise, Idaho, in the final editing and typing of this statewide curriculum guide. It is available for download off of the Web site of the Idaho Division of Professional Technical Education at <http://www.pte.state.id.us>.

Additional appreciation is extended to the following individuals for providing a statewide peer review of this curriculum guide:

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Technical Committee Report

The following is a report of the Technical Committee for the Fundamentals of Dental Assisting and Expanded Functions Curriculum Guide. Under the leadership of Dr. Russell Burt, DDS, this committee revised the Curriculum Guide for Fundamentals of Dental Assisting and Expanded Functions—Vo. Ed. #258 (1991/92). The benefactors of this effort are the dental assisting educators delivering the instruction, their students, dentists and their patients, who will receive a vastly improved quality of patient care from entry level and expanded functions dental assistants in Idaho.

Responsibilities

The following individuals were responsible for revising the Fundamentals of Dental Assisting and Expanded Functions Technical Committee Report and Curriculum Guide:

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Project Goal and Rationale

In 2000, Sylvia Boyle, the Executive Director of the Idaho Board of Dentistry, notified Gary Lauer, Health Professions Program Manager for the Idaho Division of Professional-Technical Education that there were statewide concerns about the currency and applicability of the 1992 Fundamentals of Dental Assisting and Expanded Functions Curriculum Guide. She requested a complete revision to insure that the education and training of entry-level and expanded functions dental assistants was current and competency based.

Accomplishing a current revision of Vo. Ed. #258 should produce an up-to-date instructional management document for dental assisting educators that better serves students. Educators should have improved guidance for providing learners with experiences in the classroom and clinical area that should result in the development and practice of essential knowledge and competencies that are required for entry level and expanded function dental assistants. This should result in providing better consistency in the over all quantity and quality of entry-level and expanded functions dental assisting education throughout Idaho's secondary schools and private and postsecondary institutions.

Project Sponsorship

On October 10, 2000, Boise State University Larry G. Selland College of Applied Technology received funding authorization to convene the first statewide technical committee for the revision of the 1991 Fundamentals of Dental Assisting and Expanded Functions Curriculum Guide. Sylvia Boyle, Executive Director of the Idaho Board of Dentistry identified a statewide technical committee that was composed of technical and content experts from Idaho's dental profession. Dr. Russell Burt of Blackfoot, Idaho, agreed to serve as committee chairman. Bonnie Tollinger, CDA, EFDA, of Boise, Idaho agreed to serve as the technical committee reimbursement coordinator. Funding authorization for the second grant to continue the project was secured in July 26, 2001, for fiscal year 2001-2002. Committee members from the previous year continued to serve in their respective capacities until completion of this project by June 30, 2002.

Technical Committee Activities

The first technical committee meeting was held January 25 and 26, 2001 at Boise, Idaho, in the large conference room of the Idaho Division of Professional-Technical Education. On January 25, Gary Lauer provided technical assistance in the form of an in-service workshop on basic curriculum development. On January 26, the focus was on defining the didactic and clinical education portions of the curriculum and assigning units for development by committee members.

The second technical committee meeting was held on April 27, 2001, at the Division's large conference room. This meeting reinforced the curriculum development process by providing the opportunity to edit curricular assignments that were accomplished since the last meeting. Further assignments were delegated with the goal of assembling a first rough draft of the curriculum by June 15, 2001. However, due to the summer vacation period, this was not accomplished entirely and therefore postponed until the next meeting in the fall of 2001.

The third technical committee meeting was held on November 9, 2001, at the Division where a first rough draft of the curriculum guide was assembled and edited. At this meeting significant changes were made to the sequencing of the didactic and clinical curricular components with several of the titles of the units and procedures changed, deleted, and added. The expanded functions section of the curriculum was assigned to committee members for development. Dr. Stan Brings, Associate Dean of the Larry G. Selland College of Applied Technology at Boise State University, was invited to provide insight on how to address the radiography section requirements that were under consideration. The decision was made to have committee member Anita Herzog, RDH, develop this section instead of contracting it out. Anita previously had developed a self study module in 1982 titled *Radiation Health Protection*.

The fourth and final technical committee was held January 17 and 18, 2002 at the Division. All committee assignments were reviewed and recommendations were made for their final completion by June 30, 2002, including the final production of the document. Ms. Jessica Piper of Boise, Idaho was recommended for the final editing and typing of the document prior to peer review.

Curricular Assessment

Parameters and Rationale

The final curriculum created by the technical committee was assessed using the number of cognitive and psychomotor tasks that the instructor will hold the student accountable for learning in a single clock hour. The rate that these tasks were delivered was based on a reasonable assumption that in a well-developed lesson plan, (one that expands the learning points with additional emphasis such as notes, questions and answers, visuals, handouts, etc.) up to 10 single task oriented learning objectives may be presented effectively by qualified instructors during a single clock hour of instruction. Delivery of 10 tasks per lesson plan takes into account lower level knowledge and comprehension learning tasks that may allow more than 10 tasks to be covered during each clock hour. Higher level learning tasks at the application, analysis, and synthesis levels may require covering less than 10 tasks. Using 10 tasks per clock hour helps to shape a realistic expectation of the length of the curriculum to be calculated in terms of clock hours (using the formula: total tasks divided by 10 tasks per clock hour equals the total length of course in terms of clock hours). Once the number of clock hours is known, then the number of secondary and postsecondary semester credit hours may be calculated.

Assessing the curriculum using the above parameters tends to be more objective than assessing it based solely on instructor contact hours or by adding recommended study time in hours to clock hours for the purpose of expressing the full dimensions of a course's educational involvement. Emphasis

is on the actual time devoted to delivering instruction. In this day of self instruction, including asynchronous online and mail correspondence courses, instructor contact may be minimal to none. Similarly, recommended study time from one to three hours per clock hour of lecture or lab instruction does not take into account the differences in student learning rates and levels of interests. Some students will need more study time outside of class to master tasks, some will need less, and others will need very little. Therefore, adding recommended study time to clock hours would result in inflated course length and credit values.

Conversion Formulas

The following conversion formulas for secondary and postsecondary institutions were used because they tend to be endorsed by state and regional accrediting agencies. One clock hour refers to a 50-60 minute period where lecture, lab, or externship occurs. For secondary schools, one secondary semester credit is awarded for every 90 hours of instruction—a course that meets one period per day, per week for one semester of at least 18 weeks. For postsecondary institutions, each 15 clock hours of lecture will result in one semester credit being awarded. For each 30 clock hours of lab, one semester credit is awarded. For each 45 clock hours of externship (work-based learning), one semester credit is awarded.

For this curriculum, only the didactic (lecture) and skill development lab clock hours were assessed. The 30 hours of clinical observation that students are required to experience toward the end of training is considered to be clock hours of lab instead of clock hours of externship, since students are not being required to perform procedures in the clinical setting but only observe them.

Assessment Results

Fundamentals of Dental Assisting

The didactic (lecture) component of the course is composed of 1,191 cognitive-type tasks (learning objectives). Delivering an average of 10 tasks per clock hour defines the length of the didactic portion of the course to be 119.1 hours. This translates into 1.32 secondary semester credits based on a ratio of 90 hours of instruction for one semester credit or 7.94 postsecondary semester credit hours based on a ratio of 15 hours lecture for one semester credit. See Table 1.

The clinical education (lab) component of the course is composed of 90 psychomotor tasks, representing 9 procedures that all students must master. Delivering this instruction at the rate of 10 tasks per clock hour defines the clinical education portion of the course to be 9.0 hours long. This translates into .10 secondary semester credits based on a ratio of 90 hours of instruction for one semester credit or .30 postsecondary semester credit hours based on a ratio of 30 hours lab for one semester credit. See Table 1.

There are 1,281 total tasks identified for this course. This translates into a total course length of 128.1 clock hours and represents 1.42 secondary semester credits or 8.24 postsecondary semester credits. On the basis of this information (and regardless of instructional delivery method utilized—see next section), secondary students who successfully complete this course over two consecutive semesters should be awarded 2 semester credits and postsecondary students should receive 8 postsecondary semester credits. See Table 1.

Table 1. Assessment Summary of the Fundamentals of Dental Assisting Curriculum					
Curricular Component	Tasks	Tasks Per Clock Hour	Clock Hours (60 Minute Periods)	Secondary Semester Credits	Postsecondary Semester Credits
Didactic (Lecture)	1,191	10	119.1	1.32	7.94
Clinical (Lab)	90	10	9.0	.10	.30
Totals	1,281	10	128.1	1.42	8.24

Expanded Functions

The didactic (lecture) component of the course is composed of 549 cognitive-type tasks (learning objectives). Delivering an average of 10 tasks per clock hour defines the length of the didactic portion of the course to be 54.9 hours. This translates into 0.61 secondary semester credits based on a ratio of 90 hours of instruction for one semester credit or 3.66 postsecondary semester credit hours based on a ratio of 15 hours lecture for one semester credit. See Table 2.

The clinical education (lab) component of the course is composed of 304 psychomotor tasks, representing seven procedures that all students must master. Delivering this instruction at the rate of 10 tasks per clock hour defines the clinical education portion of the course to be 30.4 hours long. This translates into .34 secondary semester credits based on a ratio of 90 hours of instruction for one semester credit or 1.01 postsecondary semester credit hours based on a ratio of 30 hours lab for one semester credit. See Table 2.

There are 853 total tasks identified for this course. This translates into a total course length of 85.3 clock hours and represents .95 secondary semester credits or 4.67 postsecondary semester credits. Since this is a postsecondary level course and not a secondary course, secondary credit is not

available to students. Postsecondary students should receive five postsecondary semester credits. See Table 2.

See Table 3 for the assessment summary of the combined fundamentals and expanded functions curriculum.

Table 2. Assessment Summary of the Expanded Functions Curriculum					
Curricular Component	Tasks	Tasks Per Clock Hour	Clock Hours (60 Minute Periods)	Secondary Semester Credits	Postsecondary Semester Credits
Didactic (Lecture)	549	10	54.9	.61	3.66
Clinical (Lab)	304	10	30.4	.34	1.01
Totals	853	10	85.3	.95	4.67

Statewide Curriculum Guide

The curriculum development and revision process of the Idaho Division of Professional-Technical Education involves the active use of industry and instructor personnel in the form of a technical committee. Their job is to prepare intended outcomes based on a list of tasks (learning objectives) that need to be mastered that will allow graduates of the program to obtain and retain employment once hired and to advance in their chosen professional-technical field. Once these intended outcomes are defined, then they are assembled into an officially approved document called a statewide curriculum guide.

Statewide curriculum guides are instructional management documents. They specify the

important information that is necessary to organize and implement a successful program of instruction and learning, including intended outcomes based on tasks to be mastered, prerequisites, length and level of instruction, delivery options, and resources. Although there is great flexibility for managing a program, certified professional-technical instructors are encouraged to follow the instructional plan recommended in the statewide curriculum guides to ensure that all students achieve mastery of the intended outcomes. After all, these are the outcomes that reflect current industry standards.

Instructor Qualifications

The Fundamentals of Dental Assisting component of this curriculum may be taught at the secondary level. To teach this course as an approved-for-added-cost-reimbursement-funded-course at the secondary level, a person must meet three qualifications. First, they must be a Certified Dental Assistant, Registered Dental Hygienist or Licensed Professional Dentist. Second, they must be certified as a professional-technical educator through the Idaho Division of Professional-Technical Education. Third, the instructor must participate in professional development activities related to the program to maintain their health professions credential and teaching certificate in good standing.

The Fundamentals of Dental Assisting and Expanded Functions components of this course may be taught privately and at any of Idaho's six Workforce Training Network Centers. Qualified instructors must be an Expanded Functions Dental Assistant and a Certified Dental Assistant, Registered Dental Hygienist or Licensed Professional Dentist. They are not required to be certified as a professional-technical educator through the Idaho Division of Professional-Technical Education since their program is not publicly funded.

Self Study

The Fundamentals of Dental Assisting and Expanded Functions components may also be taught in a dental setting by a licensed dentist following the Fundamentals for Dental Assisting and Expanded Functions curriculum guidelines. A dentist may acquire the curriculum through a Workforce Training Network Center. Before taking the Expanded Functions course, the student must meet the specific requirements. Examinations may not be administered by the dentists. Information may be obtained through the Workforce Centers or the Idaho State Board of Dentistry.

Prerequisites

Fundamentals of Dental Assisting

The prerequisite for taking the Fundamentals of Dental Assisting course for high school seniors is successful completion of either the classroom-based “Orientation to Health Occupations for Secondary Students Course” or the online “Fundamentals for Health Professions Internet Course” during the junior year. These are equivalent courses with different approaches to instructional delivery (classroom-based versus Internet-based). For adult learners, the only prerequisite is acceptance into the program.

Expanded Functions

The prerequisite for the expanded functions course is successful completion of:

(1) Fundamentals of Dental Assisting Course, or (2) graduation from a program offering an Idaho Board of Dentistry approved dental assisting course, or (3) currently credentialed as a Certified Dental Assistant (CDA). Additionally, the Expanded Functions Dental Assistant student must be either: (1) employed as a dental assistant for a minimum of six months and maintain that employment throughout

the duration of the Expanded Functions course, or (2) enrolled in a full-time, postsecondary State approved dental assisting program.

Course Level

The Fundamentals of Dental Assisting course is taught at the level of the senior year of high school and to adult learners at private and public postsecondary institutions. The Expanded Functions component is only available for adult learners and not for secondary students.

Course Length

The length of the Fundamentals of Dental Assisting course has been assessed at 119.1 hours of lecture and 10.2 hours of lab for a total of 128.1 contact hours. The length of the Expanded Functions course has been assessed at 54.9 hours of lecture and 30.4 hours of lab for a total of 85.3 contact hours. The entire program length has been assessed at 174.0 hours of lecture and 39.4 hours of lab for a total of 213.4 contact hours. (See Table 3.)

Table 3. Assessment Summary of the Combined Fundamentals of Dental Assisting and Expanded Functions Curriculum					
Curricular Component	Tasks	Tasks Per Clock Hour	Clock Hours (60 Minute Periods)	Secondary Semester Credits	Postsecondary Semester Credits
Didactic (Lecture)	1,740	10	174.0	1.93	11.60
Clinical (Lab)	394	10	39.4	.44	1.31
Totals	2,134	10	213.4	2.37	12.91

Instructional Delivery

In the secondary arena, this course is to be covered during one clock hour per day for two full semesters for a total of approximately 180 hours. The first semester will focus on mastery of the didactic (theory) component that includes any supportive laboratory activities. The second semester will finish the didactics and focus on mastery of the clinical procedures and 30 hours of formal clinical observation. Throughout the secondary program, one period per week is recommended to be spent in a busy dental office observing. For adult learners, the length of the course will depend on the intensity that it is delivered by the instructor. More than one period per day will intensify instruction and result in shorter program duration.

In most instances, the didactic components of this curriculum will be delivered in the traditional classroom setting. However, alternative delivery of the didactic components is encouraged to meet the needs of students who are distant to traditional classroom offerings. Consideration, therefore, should be given to developing distance learning approaches such as mail correspondence, online Internet instruction, and digital video-conferencing for the didactic components.

Teacher to Student Ratio

The number of students involved in the didactic component of the Fundamentals and Expanded Functions components should be limited to 30 students per instructor per clock hour of instruction at both the secondary and postsecondary levels. The clinical procedures covered in the skill development lab portion of both components should be limited to a student to instructor ratio of one instructor for every 10 students. This includes students in supervised clinical education.

Evaluation Plan

Students enrolled in the Fundamentals of Dental Assisting course should be required to master 85% of the tasks identified on the written examinations and 100% of the tasks identified on each procedure's skills check-list. To enable students to meet these requirements, the retaking of examinations is recommended. After failing three attempts, petition to retake the entire course by the student should be considered by the program instructor and dental advisor.

Students enrolled in the Expanded Functions course should be allowed two didactic examination retakes and only one retake on the clinical procedures before petition from the student to retake the entire course is considered by the program instructor and dental advisor. The final clinical examination should be mastered at or above the 85% accuracy level.

All evaluators must be someone other than the primary instructor. Pursuant to rule 35, the ISDA, ADAA, and IDAA ADHOC Committee meeting of August 1995 regarding dental assistants certification in Expanded Functions, the following criteria, in part, is required to be a certifiable evaluator: (1) any dentist licensed in the State of Idaho; (2) any hygienist gainfully employed three or more years in the profession; or (3) any dental assistant gainfully employed five or more years in the profession.

Certificate of Completion

Each person who successfully passes the Fundamentals of Dental Assisting and Expanded Functions course (either or both) shall be issued a certificate of completion by the sponsoring educational institution. After successful completion of any or all of the Expanded Function courses, a copy of the certificate should be sent to the Idaho State Board of Dentistry. Mailing of the certificates to the Board office will be through the departments of the six Idaho Workforce Training Centers.

Program Administration

All programs shall be administered through an approved private or public sponsoring educational institution in conjunction with an approved dental practice. Each program must have a qualified instructor to administer and teach the program. A licensed professional dentist shall serve as the program dental advisor.

All instruction should be presented in the sequence identified in this document. The course should articulate with postsecondary dental assisting programs throughout the state for Tech Prep or dual credit. The clinical procedures section of this curriculum should be converted to a “check-list” evaluation manual for effective execution of a competency-based clinical education and evaluation system.

A plan should be developed to meet the special needs of students. The instructor, in collaboration with the school counselor, should be involved with career guidance services, program promotion, and placement activities. An advisory committee should be established that represents the various aspects of the entry-level and expanded functions dental assisting industry. This committee should meet regularly and provide input and assistance for program improvement. Leadership development for students should be provided by forming an active chapter with Idaho-Health Occupations Students of America in affiliation with the national student organization, Health Occupations Students of America, Inc.

Idaho Academic Achievement Standards should be integrated into the curriculum. An annual program evaluation should be conducted to promote, develop, and improve the attainment of instructional outcomes. Student follow-up data should be used in program evaluation, planning, and improvement. Facilities used for didactic and clinical education must provide the following:

1. Adequate space for the number of students enrolled in the program.

2. Adequate lighting and ventilation.
3. Comfortable temperature.
4. Appropriate audio-visual equipment and chalkboards (or equivalent).
5. A skills lab with sufficient materials, supplies, and equipment that are capable of simulating a basic clinical setting.
6. Resources (equipment, materials, and supplies) are systematically updated maintained, inventoried, and replaced.
7. A clean environment where students are provided appropriate safety instruction related to the program.
8. Appropriate numbers of desks and chairs.
9. Appropriate textbooks and references.
10. Sufficient quantity and quality of dental patients in an affiliated dental practice.
11. Office space must be provided for the primary instructor's use during program operations to include a desk, chair, secure storage space, along with access to a phone, fax, copier, computer and the Internet.

Program Approval

Secondary Programs

By becoming a state-approved high school professional-technical education program, school districts receive funds that help the instructor(s) to purchase resources that are essential to organize and implement the program. This can mean as much as \$6,840 for a full-time health professions educator. To start an approved Fundamentals of Dental Assisting course for high school seniors in Idaho, district superintendents must complete Form 10N: Request for a New Secondary Professional-Technical Education Program including: (1) cover sheet, (2) program narrative, (3) equipment and tool list, (4) budget sheet, and (5) course outline. Form 10N can be downloaded off the Internet in PDF version at the Division Web site address: www.ptc.state.id.us.

Once Form 10N is completed, then it must be sent in by February 14, of each funding year to qualify to start at the beginning of the next Fall semester. Send to:

Health Professions Program Manager
Idaho Division of Professional-Technical Education,
650 West State Street, Room 324
P.O. Box 83720
Boise, Idaho 83720-0095

Workforce Training Network Centers

To start a Fundamentals of Dental Assisting and Expanded Functions course at any of the six

Idaho Workforce Training Network Centers, please contact:

Director, WTN Center
Boise State University
1910 University Drive
Boise, Idaho 83725
Phone: 208-426-3024

Director, WTN Center
College of Southern Idaho
P.O. Box 1238
Twin Falls, Idaho 83303-1238
Phone: 1-800-680-0274 ext 2302

Director, WTN Center
Eastern Idaho Technical College
1600 S. 2500 E.
Idaho Falls, Idaho 83404
Phone: 1-800-662-0261

Director, WTN Center
Idaho State University
Campus Box 8380
Pocatello, Idaho 83209-8380
Phone: 208-282-3372

Director, WTN Center
Lewis and Clark State College
8th Ave and 6th Street
Lewiston, Idaho 83501
Phone: 208-799-2439

Director, WTN Center
North Idaho College
525 W. Clearwater Loop
Post Falls, Idaho 83854-9400
208-769-3223

Proprietary Schools

To offer a tuition-based approved proprietary program for the teaching of Fundamentals of Dental Assisting and Expanded Functions, please consult Idaho Code, Chapter 24: Proprietary Schools, Sections 33-2401 to 33-2412 and contact:

Private Schools (not K-12)
State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027
Phone: 208-332-6977

Equipment List

The following list of materials and equipment that an instructor should have access to or available to achieve the intended outcomes stated in the curriculum guide for the Fundamentals of Dental Assisting Course.

Dental armamentarium. (Note: For the tray set-up and dental materials, see the specific course criteria for each Fundamentals section.)

- ☐ Dental unit (functioning air-water syringe, high speed evacuation system, slow and high speed handpieces).
- ☐ Dental cart or cabinet.
- ☐ Operator and assistant chairs.
- ☐ Sink (with running water).
- ☐ Soap.
- ☐ Paper towels.
- ☐ Barriers for chairs and equipment.
- ☐ Safety glasses.
- ☐ Patient bibs and patient clips.
- ☐ Gloves.
- ☐ Masks.
- ☐ Gowns or scrubs.
- ☐ Disinfectant solution.
- ☐ 4 x 4s and 2 x 2s.
- ☐ Saliva ejector for suction and high speed evacuation systems.
- ☐ Desks and chairs.
- ☐ Writing board.
- ☐ Anesthetic cartridges.
- ☐ Anesthetic syringe.
- ☐ Needles (short and long).
- ☐ Toothbrushes.
- ☐ Disclosing solution.
- ☐ Floss.
- ☐ Mouth and hand mirrors.
- ☐ Cotton tip applicators.
- ☐ Blood pressure cuff.
- ☐ X-ray mounts.
- ☐ X-ray film (see Mounting Radiographs Procedure).
- ☐ Automatic processor.
- ☐ X-ray machine.
- ☐ Lathe.
- ☐ Model trimmer.
- ☐ Vibrator.

- ❑ Reference materials and recommended texts.

The following is a list of materials and equipment that an instructor should have access to or available to achieve the intended outcomes stated in the curriculum guide for the Expanded Functions Course.

Dental armamentarium (Note: For the tray set-up and dental materials, see the specific course criteria for each Expanded Functions section)

- ❑ Typodonts.
- ❑ Dental unit (functioning air/water syringe, high speed evacuation system, slow and high-speed handpieces).
- ❑ Dental cart or cabinet.
- ❑ Operator and assistant chairs.
- ❑ Sink (with running water).
- ❑ Soap.
- ❑ Paper towels.
- ❑ Barrier for chairs and Equipment.
- ❑ Safety glasses.
- ❑ Patient bibs and patient clips.
- ❑ Gloves.
- ❑ Masks.
- ❑ Gowns or scrubs.
- ❑ Disinfectant solution.
- ❑ 4 x 4s and 2 x 2s.
- ❑ Saliva ejectors for suction and high-speed evacuation systems.

